

Pupil premium strategy statement: Knowles 2017-2018

1. Summary information					
School	Knowles Primary School				
Academic Year	2017/2018	Total PP budget	165,000	Date of most recent PP Review	Summer 2016
Total number of pupils	419	Number of pupils eligible for PP	109	Date for next internal review of this strategy	July 2018

2. Current attainment July 2016			
	<i>Pupils eligible for PP (Knowles)</i>	<i>All pupil (Knowles)</i>	<i>All pupils (National)</i>
% achieving in reading, writing and maths	58%	55%	61%
% achieving the expected standard in reading	67%	62%	71%
Average score in reading	101.9	101.2	104.1
Reading progress	-0.87	-2.19	
% achieving the expected standard in writing	71%	78%	76%
Writing progress	-0.27	0.75	
% achieving the expected standard in maths	75%	80%	75%
Average score in maths	101.8	103.4	104.2
Maths progress	-1.22	-0.19	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
<p><i>Pupil premium children within our school can face a variety of barriers to learning. Some children have additional welfare needs and may be working with agencies such as social care, CAMHS and other emotional and behavioural support services. Some pupils may have issues with attendance and punctuality. Some children will have specific learning needs or complex needs which require additional provision both in and out of class. For those children identified as having no significant issues and barriers to learning, we aim to enrich their experiences in school with opportunities to learn beyond the classroom.</i></p> <p><i>We aim to minimise barriers to learning on an individual basis.</i></p>

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children eligible for PP perform significantly below all children nationally at the expected standard in Reading (55%) and Writing (46%) at the end of Key Stage One (National 2017: 76% Reading, 68% Writing). This slows reading and writing progress down in Key Stage Two.	
B.	Children eligible for PP perform significantly below all children nationally at the expected standard in Maths (55%) at the end of Key Stage One (National 2017: 75% Maths). This slows maths progress down in Key Stage Two.	
C.	Children eligible for PP perform significantly below all children nationally at the expected standard in phonics at the end of Year 1 (Knowles: 58%) (National 2017: 81%)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are 93.16% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
E.	25% of families with children eligible for PP are experiencing short or long term difficulties through their home lives that act as barriers to children's learning.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of attainment for pupils eligible for PP at the end of KS1 in Reading and Writing.	Pupils eligible for PP in Year 2 make rapid progress across KS1 so that they meet age related expectations (in line with National)
B.	Higher rates of attainment for pupils eligible for PP at the end of KS1 in Maths.	Pupils eligible for PP in Year 2 make rapid progress across KS1 so that they meet age related expectations (in line with National)
C.	Higher rates of attainment for pupils eligible for PP reaching the expected standard in Phonics by the end of Year 1	Pupils eligible for PP in Year 1 make rapid progress in phonics so that they meet the expected standard by the end of Year 1 (in line with National)
D.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93.16% to 95% in line with 'other' pupils.
E.	Early help needs for vulnerable families addressed	Fewer families needing long term support from Family Support

5. Planned expenditure					
Academic year		2017-2018			
<p>Target: To effectively narrow the gap in attainment for children in receipt of the Pupil Premium funding, so they are in line with their non-Pupil Premium peers.</p> <p><i>We aim to support all eligible pupils to make good progress and overcome barriers to learning through effective programmes of intervention in teaching and learning, enrichment and pastoral provision.</i></p>					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Interventions programmes aimed at overcoming academic barriers to learning ensure an increasing number of children are working at age related expectations	Literacy and Maths Support Programmes to ensure all children achieve their potential e.g. Boost Reading, Rapid Phonics, Numicon, First Class Number	Some children have gaps in their learning, are underachieving or are not making the expected progress (for various reasons) despite Quality First Teaching provision, so need additional targeted support to meet age related expectations	All TLSPs and HLTAs at Knowles Primary School are trained to deliver specific, well-researched and targeted interventions to all pupils. Curriculum Interventions are offered to help 'close the gap' in attainment. These interventions are reviewed regularly and changed if no visible progress is made within a cycle. TLSPs and HLTAs keep records of all interventions run and share these with the class teacher at team meetings to ensure that learning during interventions is followed up in the classroom.	Assistant Headteacher Inclusion Manager TLSPs HLTAs	Termly impact reports
Highly skilled TLSPs and HLTAs trained to deliver specific, well-researched and targeted interventions to all pupils	We recognise the importance of making sure our Teaching and Learning Support Practitioners are highly trained to deliver interventions: Fischer Family Trust Trust Wave 3, Better Reading Partners, Mindspace	Professional development for staff (TLSPs, HLTAs and Teachers) will enable standards for all pupils to be further raised.	Impact overseen by Assistant Headteacher and Headteacher	Assistant Headteacher TLSPs HLTAs	

Total budgeted cost					£89,242 Intervention Projects £6,425 Processional development and resources
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Lowest achieving children in Year 2 reach age related expectations in Reading	Boost Reading intervention programme for individual children in Year 2 with Reading Recovery Teacher.	Some children need targeted support to catch up. Reading Recovery children are shown to reduce the attainment gap to less than 5% in reading and writing between those from economically disadvantaged homes compared with their peers. Reading Recovery allows almost all children to succeed and has the positive potential to permanently close the attainment gap for children living in poverty. Research has shown that over 85% of children who have undertaken the programme have: <ul style="list-style-type: none"> • Developed fluency and stamina and that enables them to read longer texts • Learned to use rich language, develop complex sentences and have the ability to carry multiple ideas in their minds. This is a programme which has been independently evaluated and shown to be effective in other schools.	Reading Recovery Teacher has dedicated time to read with targeted individuals. Reading Recovery Teacher to start from what each child knows and what he/she needs to learn next	Reading Recovery Teacher	July 2018
Lowest achieving children in Year 1 reach the expected standard in Phonics	Phonics intervention programme for groups of Year 1 children with Reading Recovery Teacher.	Extra support for lowest achieving children in Year 1 to raise attainment in phonics. Small group interventions with highly qualified staff have been shown to be effective.	Impact overseen by Deputy Headteacher	Reading Recovery Teacher	June 2018
Total budgeted cost					£4,790
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

					implementation ?
Increased attendance rates	Family Support Workers lead on attendance; monitor pupils and follow up quickly on absences. First day response provision.	Lost days at school mean lost opportunities for learning. Addressing attendance will improve children's chances.	Role of the Family Support Worker is monitored and supported by the Director of Family Support from the LAT. Regular meetings with Family Support, Head and Deputy to review families.	Director of Family Support Family Support Workers	Termly July 2018
Early help support for families who need additional practical help and emotional support to break down barriers to children's learning. Engage with parents.	Family Support Workers support families who may be experiencing short or long term difficulties e.g. family breakdowns, housing issues, parenting, behaviour issues	Children may need to develop emotional strategies so that their experience of school is positive and successful. Interventions aim at overcoming social/emotional barriers to learning, thus ensuring that even the most vulnerable children achieve their potential.	Clear referral system for families working with Family Support Impact of interventions reviewed regularly.	Director of Family Support Family Support Workers	Termly July 2018
100% of pupils participate in trips and enrichment activities Breakfast club places accessible for all children. Access to resources for all	Subsidise / fund breakfast club, enrichment activities, trips Fund places at breakfast club to ensure the best possible start to the school day	To raise aspirations through wider opportunities and provide exciting opportunities for all children to enrich their curriculum.	Financial support managed and monitored by Office Administrator	Pupil Premium Coordinator Administrator	Termly July 2018
Total budgeted cost					£45,240 Family Support Workers £11,283 Enrichment opportunities / breakfast club

6. Review of expenditure				
Academic Year (July 2018)				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Highly skilled TLSPs and HLTAs trained to deliver specific, well-researched and targeted interventions to all pupils</p> <p>Interventions programmes aimed at overcoming academic barriers to learning ensure an increasing number of children are working at age related expectations</p>	<p>Re-structure of support staff to ensure children are being taught by skilled, qualified professionals.</p> <p>The restructure meant that consistent staff can support the children throughout the day (they are here before the children, leave after the children and are full time).</p> <p>CPD programme trained all TLSPs and HLTAs to deliver planned interventions</p>	<p>TSLPs have been recruited and inducted and are trained to deliver specific planned interventions throughout the school</p> <ul style="list-style-type: none"> • Mindspace • Write from the Start • Numicon • Sandwell • Phonics • Rapid Phonics • Boost Reading • First Class Number <p>See 'Outcomes for all: July 2018'</p> <p>Due to quality first teaching, accurate assessment and accelerated progress an increasing number of children are working securely at age related expectations across the school in July 2018 compared to the July 2017</p> <table border="1" data-bbox="674 584 1547 1023"> <thead> <tr> <th colspan="7">Percentage of children working securely at Age related expectations: July 2018</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>56%</td> <td>64% 56% 2017</td> <td>56%</td> <td>55% 57% 2017</td> <td>56%</td> <td>68% 65% 2017</td> </tr> <tr> <td>Year 2</td> <td>64% 55% 2017</td> <td>72%</td> <td>50% 46% 2017</td> <td>65%</td> <td>43% 55% 2017</td> <td>68%</td> </tr> <tr> <td>Year 3</td> <td>25%</td> <td>46% 65% 2017</td> <td>25%</td> <td>29% 59% 2017</td> <td>8%</td> <td>25% 71% 2017</td> </tr> <tr> <td>Year 4</td> <td>58%</td> <td>66% 24% 2017</td> <td>50%</td> <td>60% 21% 2017</td> <td>46%</td> <td>55% 22% 2017</td> </tr> <tr> <td>Year 5</td> <td>58%</td> <td>59% 52% 2017</td> <td>58%</td> <td>55% 26% 2017</td> <td>42%</td> <td>45% 26% 2017</td> </tr> <tr> <td>Year 6</td> <td>58% 67% 2017</td> <td>69% 62% 2017</td> <td>71% 71% 2017</td> <td>79% 78% 2017</td> <td>67% 75% 2017</td> <td>77% 80% 2017</td> </tr> </tbody> </table> <p>Reading – Children in receipt of pupil premium funding attain below (- 17%) all children nationally at the expected standard. (National 2018:75%)</p> <p>Writing – Children in receipt of pupil premium funding attain slightly below (-7%) all children nationally at the expected standard. (National 2018:78%)</p> <p>Maths – Children in receipt of pupil premium funding attain below (-9%) all children nationally at the expected standard. (National 2018:76%)</p>	Percentage of children working securely at Age related expectations: July 2018								Reading		Writing		Maths		PP	All	PP	All	PP	All	Year 1	56%	64% 56% 2017	56%	55% 57% 2017	56%	68% 65% 2017	Year 2	64% 55% 2017	72%	50% 46% 2017	65%	43% 55% 2017	68%	Year 3	25%	46% 65% 2017	25%	29% 59% 2017	8%	25% 71% 2017	Year 4	58%	66% 24% 2017	50%	60% 21% 2017	46%	55% 22% 2017	Year 5	58%	59% 52% 2017	58%	55% 26% 2017	42%	45% 26% 2017	Year 6	58% 67% 2017	69% 62% 2017	71% 71% 2017	79% 78% 2017	67% 75% 2017	77% 80% 2017	<p>Prior to the restructure of support staff in December 2017, teaching assistants could not be deployed to impact significantly enough on outcomes for children (part time working hours, attached to individual children etc.)</p> <p>TLSPs could not be recruited until January 2018 and onwards which meant following recruitment and induction a rigorous training programme could not be implemented until the summer term.</p> <p>The majority of TLSPs (more have been recruited ready for Sept.2018) are now trained to deliver specific, well-researched and targeted interventions to all pupils</p> <p>It is too early to measure impact of interventions but this will be a priority for Sept.2018</p> <p>See 'Impact of Interventions Summer Term 2018'</p> <p>SDP 2018 priority: Early identification and high quality interventions enable children to catch up and reach ARE through accelerated progress.</p>	<p>£89,242 Intervention Projects £6,425 Processional development and resources</p>
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Lowest achieving children in Year 2 reach age related expectations in Reading</p> <p>Lowest achieving children in Year 1 reach the expected standard in Phonics</p>	<p>CPD delivered to all staff to improve the quality of teaching of phonics across the school.</p> <p>Introduction of clear expectations e.g. dedicated non-negotiable daily SPaG sessions, a reviewed and revised discrete SPaG pathway.</p> <p>Highly skilled professionals (Reading Recovery Teacher and Deputy Headteacher) to lead phonics interventions in Year 1 and to model good practice / training to others</p>	<p><u>Year 2 Reading</u></p> <p>'Boost Reading' An 8 week intervention programme for our lowest Year 2 readers 'Boost Reading' ran in the summer term (see 'Impact of Interventions Summer Term 2018'). 20% of the children were in receipt of pupil premium funding. 80% of the children reached age related expectations by the end of the summer term, 100% of PP children reached age related expectations.</p> <p>Attainment (Knowles: 72% / National 2017: 76%) Attainment in Reading is broadly in line with national (-4%) (2017)</p> <p>Girls, boys, EAL and stable children perform well in line with their peers and National</p> <p>Attainment of Pupil Premium children in Reading (64%) remains below National Average although has improved since 2017 (55%)</p> <p><u>KS1 phonics screening</u> Year 1 (Knowles 82%: National 2017: 81%) The percentage of children achieving the expected standard in phonics by the end of Year 1 continues to improve and is now broadly in line with National (2016: 67%, 2017: 71%)</p>	<p>We now need to continue to train new TLSPs to deliver the Boost Reading intervention and also ensure:</p> <ul style="list-style-type: none"> • Correct identification of pupils. • Teacher ownership of targets and data • Accurate recording on DCPro • Continued support with accurate assessments <p>We have recruited a Reading Recovery Teacher to full time for the academic year 2018-19 who will deliver CPD across the school and also both Reading Recovery and Boost Reading.</p> <p>Clear and high expectations for SPaG teaching have now been established and modelled.</p> <p>Children who received additional phonics interventions from skilled professionals made accelerated progress</p> <p>Not enough children who didn't pass the screening in Year 1 pass the rescreen in Year 2, therefore catch up interventions and additional provision from our Reading Recovery teacher will be a priority for Sept.18</p>	£4,790
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Increased attendance rates</p>	<p>Rigorous procedures in place to work in partnership with parents and MK council to raise attendance (including alert letters, home visits attendance panels, warnings, enforced penalties and prosecution).</p>	<p>Following a period of transition we now have very clear daily procedures for morning registers / lates / absences in place</p> <p>Attendance for all shows improvement over time June 2016: 93.92% - July 2017: 95.05% - March 2018: 94.23% - July 2018: 94.2%</p> <p>This year's attendance however has been affected by the change in term time holiday dates when the school converted to an academy.</p> <p>The percentage of children who are persistently absent is decreasing 80% or under June 2016: 4.3% - July 2018: 2.1% 90% or under June 2016: 19% - July 2018: 9.7%</p>	<p>The restructure of support staff in December 2017 meant that in January we were able to appoint a new Family Support Team who would lead on both attendance and early help following a clear induction programme from the Director of Family Support (LAT)</p> <p>Initially we focussed on our children whose attendance was below 80% (this has reduced significantly)</p> <p>Going forward we will focus primarily on early Key Stage One (face to face conversations, letters, group meetings) where we have the poorest attendance and NO holidays will be authorised. All holidays over 5 days will be fined</p>	<p>£45,240 Family Support Workers £11,283 Enrichment opportunities / breakfast club</p>
<p>Early help support for families who need additional practical help and emotional support to break down barriers to children's learning. Engage with parents.</p>	<p>To develop a level of Early Help throughout the school through the recruitment and introduction of a Family Support Team</p>	<p>The Family Support team offers early intervention (early help) to support identified families before they get to crisis point; prevention rather than cure! Their primary aim is to remove children's barriers to learning. The Family Support team will build links with parents and carers of children to enable us to understand more about children's home lives and the impact this may have on them in school.</p> <p>See 'Early Help' reports</p> <p>Families and children have accessed support that has had a positive impact on confidence, emotional well-being, increased attendance and attainment.</p>	<p>Now that the Family Support Team is in place we will focus carefully on the referral of families who need additional help and support and measuring the impact that interventions have on outcomes for children.</p>	
<p>100% of pupils participate in trips and enrichment activities Breakfast club places accessible for all children. Access to resources for all</p>	<p>Broadening experiences for children through a range of off-site visits and through visitors to school</p>	<p>All children have been able to experience a range of school visits and visitors building teamwork, social skills and levels of enrichment. All educational visits are subsidised or paid for for those children in receipt of pupil premium funding.</p> <p>All children have been able to access breakfast club if required.</p> <p>Breakfast club available to all children in Year 6 during SATS week offering a positive start to each day with a healthy breakfast.</p>	<p>We are developing our broader curriculum in September 2018 to include more enrichment activities for our children so this will continue to be a priority along with extra-curricular activities.</p>	